MENTAL HEALTH OF SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR SELF-CONCEPT AND CERTAIN SOCIO-DEMOGRAPHIC VARIABLES

SYNOPSIS OF THE THESIS

Submitted by

Nidhi Walia

Registration No.: AU20EDPHD0052

Under Supervision of

Dr. Sapna Sen

In Partial Fulfillment of the Requirements for the Degree of

DOCTOR OF PHILOSOPHY

SCHOOL OF EDUCATION
FACULTY OF EDUCATION, BASIC SCIENCES AND HUMANITIES, ABHILASHI UNIVERSITY
CHAIL-CHOWK, MANDI (H.P.) -175028

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DECLARATION

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24/05/23

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CHAIL-CHOWK, MANDI (H.P.) -175028

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DECLARATION

I hereby declare that the synopsis entitled **"MENTAL HEALTH OF SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR SELF-CONCEPT AND CERTAIN SOCIO-DEMOGRAPHICS VARIABLES"**. to be submitted for the partial fulfillment of the Degree of Doctor of Philosophy is my original work and the dissertation has not formed the basis for the award of any degree, diploma, associate ship or fellowship of similar other titles. It has not been submitted to any other university or Institution for the award of any degree or diploma.

Place: Mandi

Date: 24/05/2023

Nidhi Walia

Signature of the Scholar

Nidhi Walia

Name of Scholar

Forwarded by: Concern Supervisor

Place: Mandi

Date: 24.05.2023

Signature of the Supervisor

Name of the Supervisor Dr. Sapna Sen

CERTIFICATE

This is to certify that the synopsis titled **"MENTAL HEALTH OF SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR SELF-CONCEPT AND CERTAIN SOCIO-DEMOGRAPHIC VARIABLES"** is an original piece of work done by Nidhi Walia under my supervision for the degree of Doctor of Philosophy, in Abhilashi University Chail Chowk Mandi H.P. I also certify that this work has not been submitted to any other University for a Ph.D. degree.

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Place: Mandi

Date: 24.05.2023

Signature of the Supervisor

Name of the Supervisor Dr. Sapna Sen

MENTAL HEALTH OF SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO SELF- CONCEPT AND CERTAIN SOCIO-DEMOGRAPHIC VARIABLES

INTRODUCTION

Man is a social animal. He lives in society and is dependent on others to fulfil his needs. All his needs are fulfilled in society. Fulfilment of needs are essential for all round development of a person. Only a fully developed person can work for the progress of the society and country. Healthy citizens are essential for the development of the country. If the citizens are healthy then surely that country can reach the peak of progress. WHO has defined health as, "Good health does not confine itself with physical condition free of all ill health or anemic state of physical, mental and social well-being." Thus, health can be considered in two aspects physical health and mental health.

A healthy person is one who is both physically and mentally healthy. A physically and mentally healthy person can work for the progress of the society and country. A physically and mentally healthy person can adjust properly in the society, he can fulfil his responsibilities, enjoy relationship and can solve various problems in life. He is neither afraid of the difficulties and problems that come in life nor he remain mentally disturbed because of them. Both mental and physical health depends on each other. Body and mind are interrelated. If we are mentally healthy only then we are physically fit. Both physical and mental health is essential for better performance and results. Any change in mental condition can affect the physical condition and vice-versa. It is said that a sound body possesses a sound mind and a sound mind exists in a sound body. A person is said to be physically fit when his body is functioning well and he is free from pains and troubles. Similarly, a person is said to be in good mental health when his mind or personality is functioning effectively and he is free from emotional disturbance. Mental health determines what we think, what we feel, and how we behave in situations. A mentally healthy person knows about himself. He knows his abilities and disabilities and takes the right decisions to solve the problem that come in life.

In a positive sense, mental health is the foundation for well-being and effective functioning for an individual and for a community. Good mental health means a person feels positivity. A Mentally healthy person reduces the normal stress that comes in his life and fully enjoys his life.

CONCEPT OF MENTAL HEALTH

Health is wealth. This sentence shows that how important is health for all of us. A healthy person can enjoy his life fully. A healthy person means a person who is both physically and mentally healthy. His body and mind working efficiently. Physical and mental health both dependence on each other. Mental health is very important for good physical health. A mentally healthy person is physical fit, well-adjusted and have balanced personality. Mental health show that how person is able to meet his environment. Mental health is foundation for wellbeing and effective functioning for individual and for a community.

DEFINITIONS OF MENTAL HEALTH

“Mental Health is the ability which helps us to seek adjustment in the difficult situation of our life”.

Cuts and Mosley (1941)

“Mental Health is the full and harmonious functioning of the whole personality”.

Hadfield (1952)

“Mental Health is a condition and level of social functioning which is socially acceptable and personality satisfying”.

Boehm W.W.(1955)

“Mental Health as such, represents a psychic condition which is characterized by mental peace, harmony and contact. It is identified by the absence of disabling and debilitating symptoms both mental and somatic in person”.

Schneider (1991)

NATURE OF MENTAL HEALTH

The following points explain the nature of mental health:

1. **Basic Factor for Physical Health-** Mental health is the basic factor for good physical health. A mentally healthy person possesses a good physical health. A mentally healthy person pays attention to his body and takes necessary steps to keep the body healthy.

2. **Ability to Face and Accept Reality-** Mental health of a person help to face the problems and help to solve the problems. A mentally healthy person can understand every situation and also accept the reality of world. It is the ability to make balance in feeling, desires, ambitions and ideals.

3. **Process of Adjustment-** Mentally healthy person can make adjustment in the environment. Adjustment is necessary for the survival. Through adjustment people can adapt to the changes that occurs in the environment. Adjustment is the behavioural process to make balance in various needs and obstacles.

4. **Emotional Stability-** Mentally healthy person is emotionally stable. He knows very well how to express emotions or how to control emotions. It develops an effective way to perceive the problems.

5. **Ability to Decide-** Decision making ability is very necessary for a person. It is an important skill in workplace, society and in personal life. Sometimes it is easy to take decision and sometimes it becomes difficult to take decision. Mentally healthy person can take the right decision in right time.

6. **Sense of Personal Safety-** Mentally healthy person remains conscious about his personal safety. A mentally healthy person works for the safety of his present or future. He is not only conscious about personal safety but also think about the family safety.

7. **Capacity of Self-Evaluation-** Mentally healthy person is able to evaluate himself. Through self-evaluation a person is able to understand about his performance in any task and know about his abilities and disabilities.

8. **Strong Will Power –** To get success in life a person must have strong will power. Mental health of a person is knowledge and art which help to face the reality and also help to achieve the goal of life. To achieve the goals of life strong will power is necessary.

9. **Freedom From Stress, Strain and Frustrations**- Mentally healthy person shows the balanced behaviour and handle the problems of life carefully. He can find the better solution of problems and remains free from tension, stress and frustration.

COMPONENTS OF MENTAL HEALTH

The components of Mental health are as following:

1. **Physical Health-** Physical health is the one of the main components of Mental health. The body and brain are interconnected. Healthy brain lives in healthy body. We should take care of our body. Eating well, getting adequate exercise, sleep and hydration are valuable actions that can be taken for physical well-being.

2. **Intellectual Health**- Intellectually healthy person have good skills, critical thinker and always ready to take challenges in his life and good time management skill. When he faces the problem, he thinks and see all the aspect of the problem and solve the problem. intellectually healthy person continued to learn new skills, practicing problem solving and acquire new knowledge through books, newspapers and magazines. Intellectual wellness helps to foster good mental health.

3. **Emotional Health**- It is the ability to cope with positive and negative emotions. Emotionally healthy person can control his thought, action and behaviour. He can control his emotions and has strategies to deal with every situation of life. Having good emotional health is a key part of fostering self-awareness and an overall sense of well-being.

4. **Environmental Health**- Environment also play important role to maintain good mental health. If a person is living in such environment that causes stress and tension it can negatively impact your environmental health and causes mental

illness. Do what can you do to avoid that reasons that causes stress and tension in your life.

5. **Boundaries-** We all should set boundaries in our life. It is not possible for every person to fulfil all the responsibilities of life and take care of yourself also. Setting boundaries in your life and say no for things that are not possible for you and cause stress and tension in your life. Sometimes it becomes difficult to say no to family, friends and others but as you stand up for yourself, take care for yourself. It should be better for your mental health.

6. **Self-Care-** Self-care is also the important component of mental health. We should give time to ourselves. We should take good care of our physical as well as mental health. During the lockdown people get enough time for themselves. They learn the art of self-care. They get time for introspection. They learn to do yoga, meditation and physical exercises to keep themselves fit. This yoga, meditation and physical exercises help to cope with stress and tension during this covid period.

7. **Social Health-** Social health means we enjoy our social relationships. It is the ability to interact and make good relationships with others. Social health is the vital part of mental health. A socially healthy person can well-adjusted in social situations. We should take part in different social activities so that we can learn cooperation, adjustment and respect the feelings of others.

IMPORTANCE OF MENTAL HEALTH

The mental health of a person is very important at every stage of life and to lead a happy and peaceful life. It can be explained with the help of the following points:

1. **For Physical Development-** Mental health is very important for proper physical development. Good Mental health has a positive effect on physical development and poor mental health has a negative effect on physical health.

2. **To Live a Happy Life-** Mental health is important for a happy life. A mentally healthy person can face the problems and challenges of life. A mentally healthy person can solve problems and live a happy life.

3. **For Emotional Development-** Mental health is also very important for emotional stability. A mentally healthy person can express his emotion in the right way. Mental health plays a very important role in emotional maturity.

4. **For Social Development-** A mentally healthy person can take part in social activities and maintain a good social relationship. A mentally healthy person can adjust to society and work for the development of society.

5. **For Moral Development-** The mental health of a person is important for moral development. Only a mentally healthy person can make the decision of what is right and what is wrong. He can decide how to behave in a particular situation. Hence mental health is necessary for moral development.

6. **For Proper Adjustment-** A mentally healthy person is well adjusted. He can make adequate adjustments in home, society and different situations of life. The mental health of a person helps him to adjust according to his environment.

7. **For Achieving the Aim of Life-** A mentally healthy person can decide his aim in life and try to achieve that aim. A mentally healthy person knows about himself completely and decides his aim in life according to his potential.

8. **For the Development of Society-** A mentally healthy person works for the progress of society. He is aware of his rights and duties. He works for the progress of society by exercising his rights and performing his duties.

9. **For the Development of Personality-** Mental health of a person helps for all-round development of personality. All-round development of personality means mental, moral, social, and emotional development. It is possible when a person is mentally healthy.

10. **Prevention of Mental Disorder-** Mental health of a person helps in the prevention of mental disorders. It protects us from fear, mental illness, and emotional disturbance.

11. **To Deal with a Particular Situation-** A mentally healthy person can deal with a particular situation in an effective way. He can understand the whole situation and deal with the situation accordingly.

12. **To Maintain a Good Relationship-** Mental health is very important for a good relationship. A mentally healthy person can understand other views, interests, abilities, and attitudes. He can give respect to other opinions and maintain a healthy relationship with them.

HOME AS THE FACILITATOR OF MENTAL HEALTH

Home play very important role in the development of Mental Health.

Steps taken by the parents for fostering the mental health of the children at home:

1. **Conducive Environment-** The environment plays a very important role in the development of the mental health of students. Parents must provide a conducive environment for the children at home. There should be no separation, quarrels, or discrimination among children.

2. **Provide Motivation-** Motivation is also important for the development of good mental health. Whenever a child does a good deed, he should be praised. Parents can also give him some rewards so that he gets inspired to do good work in the future.

3. **Develop a Positive Attitude among Children-** It is also the duty of parents to develop a positive attitude among children. A positive attitude is essential for good mental health. A positive attitude keeps children away from anger, fear, and aggression which have a negative effect on their mental health.

4. **Improve Confidence Level-** Parents should encourage the children to take part in different activities. When children take part in different activities it helps to improve their confidence level. He can face the stage without fear and express his views openly. When the child has no fear, tension, or aggression, then his mental health will be good.

5. **Treat with Love and Affection-** Parents should treat the child with love and affection so that he feels secure. Parents should spend time with their children so that children can share their problems with them.

6. **Satisfy Their Needs-** As a parent, it is their responsibility to satisfy all the needs of their children. Parents should meet the basic needs of their children

and provide proper education to them. Satisfaction of needs is important for the development of good mental health.

7. **Encourage to Take Part in Different Activities-** Parents should encourage the children to take part in different activities such as social, cultural and sports activities. All these activities help in the all-around development of personality.

8. **Give Moral education-** Home is the first school of the child and the mother is the first teacher. Moral education should be given to the child for good mental health. Moral education helps children to distinguish between right and wrong.

9. **No Discrimination-** There should be no discrimination among children. Children should be treated equally. If parents discriminate among children, it has a negative effect on the mental health of children. Parents should treat their children equally whether it is boy or girl.

10. **Identify Child Abilities-** Parents should identify their child's abilities for good mental health. Every parent knows about their children. When parents know about their child's abilities, they can motivate a child to make a future in that field or area. So, it has a positive effect on their mental health.

11. **Knowledge about Child Psychology-** Parents should know child psychology. Through child psychology, they can better understand their child. They can understand their child's interests, desires, attitudes, and needs. They should not compare their child with another child.

12. **Provide Guidance-** Parents should guide their children where necessary. Through guidance, parents can make their children able to solve the problems that they are facing in their life.

SELF-CONCEPT

Self-Concept means knowing about oneself. Self-Concept describes the habits, abilities, disabilities, outlook and characteristics of a person. Self-Concept helps the person to take right decision about himself. Through Self-Concept, a person knows what is right or what is wrong. What a person can do or what a person can't do? It answers the question who I am? It is the determinant of our behaviour. It helps in the professional development of a person and also helps to make adjustments in the social

environment. Self-Concept is the life long process that grows and develops in society. It is an important aspect of personality.

DEFINITIONS OF SELF-CONCEPT

"Self-Concept is a composite of a person's thought and feelings, striving and hopes, fears and fantasies; his views of what he is, what he has been, what he might become and his attitudes."

Jersild(1965)

Self-Concept is a person's total appraisal of his appearance, background and origins, abilities and resources, attitudes and feelings, which act as a directing force in behaviour.

Le Benne and Greena(1969)

Self-Concept as the individual's way of looking at himself. It also signifies his way of thinking, feeling and behaving.

Saraswati and Gaur (1981)

ASPECTS OF SELF-CONCEPT

There are three aspects of Self-Concept:

1. **Self-Image**- It means how does a person see himself. What does he think about himself, about his achievement and his value in society. Self-Image includes our physical characteristics (height, weight, hair colours etc), social roles (mother, father, sister etc) and our personality traits. Sometimes the self-image doesn't match reality. Some individuals may hold an inflated perception of one or more of their characteristics. This inflated perception may be positive or negative. An individual may have a positive perception about one characteristics and negative perception about another characteristic.
2. **Self-Esteem**- Self-esteem is the value we place upon ourselves. It is used to describe a person's overall subjective sense of personal worth or value. It means how much you like and appreciate yourself regardless of the

circumstances. It depends on the way we evaluate ourselves. When we compare ourselves to others and find that we are better at something than others our self-esteem in that area grows. On the other side when we compare ourselves to others and find we are not as successful in a given area or people respond negatively to what we do, our self-esteem decreases. We may have high self-esteem in some areas while simultaneously having negative self-esteem in others.

3. **Ideal Self-** The ideal self is the self we would like to be. The ideal self is an idealized version of yourself created out of what you have learned from your life experiences, the demand of society and what you admire in your role models. There is often a difference between one's self-image and ideal self. This difference can negatively impact one's self-esteem. Self-image and ideal self can be congruent and incongruent. Congruence between the self-image means that there is a fair amount of overlap between the two. Incongruence between the self-image and ideal self means there is a discrepancy between one's self and one's experiences.

DEVELOPMENT OF SELF-CONCEPT

Following are some ways or means which can be adopted to develop Self-Concept among children:

1. **Promote a Healthy Self-Image-** Self-image means how the individual sees themselves. Self-image is based on self-perception. Self-image affects the mental health. So, for the development of self-concept, it is the duty of teachers and parents to foster a healthy self-image among children.
2. **Maintain Good Relationship-** The relationship of parents and teachers with children also affect the self-concept of the children. Hence creating a positive bond with children help to develop a positive self-concept.
3. **Encouraging Attitude-** The teachers and parents should have encouraging and appreciative attitude towards children. Parents and teachers should encourage children to participate in various activities. Children should be appreciated if their performance is better in activities.
4. **Foster Accountability for Actions-** Children should make responsible for their work. Teachers and parents should teach children to take responsibility

for their decisions or behaviour. Parents and teachers should present a role model in front of children and provide opportunities for accountability.

5. **Positive Reinforcement-** Positive reinforcement help in the development of healthy self-concept. Whenever the child does a good deed or takes the right decision, positive reinforcement should be given to them. Positive reinforcement offers encouragement to continue the behaviour.
6. **Trust and Mutual Respect-** Always trust your child and give respect to your child. Creating an atmosphere of trust and mutual respect helps to develop positive self-concept among children.
7. **No Punishment-** Punishment is also very damaging to the development of positive self-concept. If the child makes a mistake, make him realize his mistake. After realizing the mistake, the child will not repeat that mistake again.
8. **No Comparison-** There should be no comparison among children. Every child is unique. Treat every child idea with respect and help them to treat others with respect. Teachers and parents must recognise their child strengths and provide them opportunities according.
9. **Provide Conductive Environment-** Appropriate environment is necessary for the development of healthy self-concept. We should provide such environment to the children in which they feel freely. They get opportunities to show their talent.
10. **Help Child to set Goals-** Parents and teachers need to help children to set their goals. Goals should be fixed according to their abilities and interest. Children who accomplish set goals have a positive self-image and a better understanding of their strength and weakness.

REVIEW OF RELATED LITERATURE

Guleria, Monkia (2014) analyzed a topic, "A Comparative Study of Personality and Mental Health of Children of Educated and Uneducated Mothers of Punjab and Rajasthan State in Relation to Their Intelligence". The sample was randomly selected from the Govt. and private schools. The research investigation had carried out on 500

students of senior secondary class (XI and XII) of Rajasthan and Punjab state. Tools used for the study were Eysenik Personality Inventory (16PF) by S.D. Kapoor, Group Test of General Mental Ability Test by Dr. S. Jalota and Mental Health Battery by Singh and Sengupta (2000). The major findings of the study were : There is no significant difference between educated mother's children and un-educated mother's children in their mental health, there is no significant difference between rural and urban children and between Punjab and Rajasthan state children in their intelligence, personality, and mental health, and children having high score on mental health test or we can say children having sound mental health, having more extrovert personality than the children having low score on the mental health.

Brahmbhat, Shital G. (2015) studied on topic, "A study of Mental Health of Higher Secondary School Students". For the present study the random sampling techniques was used for the selection of sample. Sample consisted of 120 children (30 male students of Gujarati medium and 30 female of Gujarati medium, 30 male students of English medium and 30 female students of English medium). In this study Mental Health Inventory by Arun Kumar Singh and Alpana Sen Gupta (2010) was used for data collection. To analyse the data analysis of variance (ANOVA) was used. The major findings of the study were: Significant difference is not existed between male and female students of higher secondary school on mental health, significant difference is existed between Guajarati and English medium students of higher secondary school on mental health, Guajarati medium students of higher secondary school have found to be better mental health than English medium students of higher secondary school and male English medium students of higher secondary school have found to be better mental health than remaining group of students of higher secondary school.

Kaur, Gulwinder (2015) conducted a study on topic, "Mental Health of Adolescents in Relation to Emotional Intelligence". The investigator adopted descriptive survey method for conducting the study. The sample of present study consisted of 800 adolescents. Tools used for the study were Mental Health Battery (Singh and Gupta, 1999) and Emotional Intelligence Scale (Anukool, Sanjot and Dhar, 2001). Statistical techniques used were Pearson's Product Moment co-efficient of correlation, Mean, Median S.D. and t-test. The main findings of the study were: No significant difference exists between the mental health of male and female adolescents; no significant difference exists between the mental health of adolescents belonging to urban and rural

areas and a significant difference exists between the mental health of adolescents studying in government and private schools.

Kaur, Kiranjit (2015) examines, "Correlation of Career Maturity and Mental Health of Secondary School Students of U.T. Chandigarh". The descriptive survey method of research was employed in the present study. The sample of the present study consists of 200 students (e100a boys and 100 girls) of both government and private schools of Chandigarh studying in 9^{th} class. Tools used in the present study were Career Maturity Inventory (CMI) developed by John O'Crites (1989) and Mental Health Battery (MHB) by Arun Kumar Singh and Alpana Sen Gupta (2000). The statistical techniques used in this study were Mean, Standard Deviation, Pearson Correlation and t-test. The major findings of the study were : There was significant difference in mental health of adolescents boys and girls and adolescents studying in government and private schools and there was no correlation between career maturity and mental health of adolescents.

Rani, Jayashree (2015) carried out a, "Study on the Mental Health and Academic Achievement of the Tribal Students at High School Level in the Nilgiris District". The normative survey method was adopted in the study. 205 tribal students studying in IX classes in the Nilgiris district were taken as samples. A Purposive sampling technique was adopted in the study. The tools used in the study were mental health questionnaire and an achievement test developed and validated by the investigator. The statistical techniques used to analyse the data were Product Moment r, Chi-Square, t-test and f-test. The findings of the study were: The tribal students studying in urban schools have better mental health than the tribal students studying in rural schools and there is a significant difference between the mental health of tribal students with respect to parents' occupation and parents income.

Kumari, Ruby (2015) carried, "A Study of Academic Achievement, Mental Health and Adjustment Problems of Secondary School Students". Descriptive survey method was used for the present study. 400 students (boys and girls between the age group of 13 to 18 years) were selected as sample by using stratified random sampling techniques. Tools used for the present study were Adjustment Inventory standardized by H.S.Asthana and Mental Health Battery by Arun Kumar Singh and Alpana Sen Gupta. Researcher also used students' academic report card for analysis of data. Statistical techniques used for analysis of data were mean, variance, standard deviation

and t-test. Findings of the study were as follow: The significant difference was found between mental health of male and female secondary students, the girl students were found better mental health than the boy students, the significant difference was found between mental health of CBSE and BSEB secondary school students and the urban school students were found better than rural school students in mental health.

Chanchal, Bala (2016) examines, "Mental Health of Adolescents in Relation to Emotional maturity and Family Environment". Descriptive survey method of research was used for present study. Data was collected from 580 female and male adolescents from rural and urban area. 290 urban (145 female and 145 male) and 290 rural (145 female and 145 male) adolescents were taken as sample. Tools used for data collection were Mental Health Battery by Arun Kumar Singh and Alpana Sen Gupta (1983), Emotional Maturity Scale by Yashvir Singh and Mahesh Bhargava (1993) and Family Environment Scale by Harpreet Bhatia and N.K. Chadha (1993). Findings of the study were: Female adolescents have better mental health than the male adolescents, there is no significant difference found between rural and urban adolescents in relation to their mental health, both are equal, there is negative correlation between mental health and emotional maturity of adolescents and no significant relationship found between mental health and family environment of adolescent's family.

Bharambe, Indumati T. (2017) conducted a study on the topic, "Effect of Computer Addiction on Physical and Mental Health of Secondary School Students". The sample selected for the present study consists of 180 higher secondary school students by systematic random sampling method. Tools used for data collection were Computer Addiction Inventory and Positive Physical Health Inventory constructed by the researcher. Positive Mental Health Inventory standardized by Dr. C.D. Agashe and Dr. R.D. Helode was also used for data collection. Statistical Techniques Mean, Standard Deviation, and t-test were used for the analysis of data. The findings of the study were: The mental health status in low computer addiction level students is better than that of moderate computer addiction level students, the mental health status of students in moderate and high computer addiction levels is the same and the mental health status in low computer addiction level students is better than that of high computer addiction level students.

Kaur, Veerpal (2018) conducted a study on the topic, "A Study of Mental Health and Academic stress among Adolescents in Relation to Gender and Areas". A descriptive survey method of research was used to conduct the study. Mental Health battery (2005) developed by A.K. Singh and Alpana Sen Gupta was used as a tool to study the mental health of the students. The tool Academic Stress scale (1987) developed by Dr. Abha Rani Bishet was used to study academic stress among adolescents. Data was collected by selecting a sample of 200 adolescents (100 girls and 100 boys). Statistical techniques namely Mean, SD, and t-test were used for attaining the objectives of this study. The findings of the study were: There exists no significant difference in mental health among boys and girls adolescents and there exists no significant difference in the mental health among rural and urban adolescents.

P, Vel Murugan (2018) conducted a study on the topic, "Mental Health and Achievement Motivation of Higher Secondary School Students". The investigator adopted the survey method. The sample consists of 103 higher secondary school students (53 male and 50 female). Tools used for data collection were Mental Health Scale developed by Sakthimani (2010) and the Achievement Motivation scale developed by Prathiba Deo and Asha Mohan (2011). Statistical techniques t-test and Karl Pearson's Product Moment Correlation were used to analyse the data. The findings of the study were: There is a significant difference between male and female higher secondary school students in their mental health, there is no significant difference between XI and XII students from government and aided schools in their mental health and there is a significant difference between higher secondary school students from nuclear family and joint family in their mental health.

Sharma, Anurag (2018) studied the topic, "Internet Addiction and Mental Health of a Adolescents". A sample of 60 students (30 male and 30 female) was selected randomly for the study. Tools used for data collection were the Internet Addiction Test developed by Dr. Kimberly Young and Mental Health Test conducted by Anand Kumar and Giridhar Thakur. Statistical techniques Mean, Standard Deviation and Correlation were used for the analysis of data. The Findings of the study were: Internet addiction is significantly and positively associated with mental health, students used computers and mobiles for getting information, reducing anxiety, stress, frustrations, and weakness but after someday they are addicted and they have to use these tools.

K,Meena and Reddy,B Krishna (2018) studied the topic, " Influence of Yoga on the Mental Health of Adolescents". The current research study adopted the descriptive survey method. Investigators employed purposive sampling techniques for the collection of data from 120 students (54 boys and 66 girls). Tools used for data collection were developed by investigators. Investigators developed a 4-point Mental Health Assessment Scale and 3-point Yoga Performance Assessment Scale. Statistical techniques Mean and Standard Deviation were used for the analysis of data. The findings of the study were: 17.5% of the adolescents have a higher level of mental health, 15% of the sample has a low level of mental health and 67.5% of the sample have moderate mental health, there is no significant difference between boys and girls in their mental health and a positive relation between mental health and yoga performance of adolescents.

Chawla, Geet (2019) analyse a topic, "A Study of Mental Health of M.Ed. and B.Ed. students in Relation to Their Gender, Locality, Society, Economical Status and Stream".Descriptive survey method was used in the present study. In the present study, a total of 600 students formed the sample. Out of the 600 students, 400 students taken were pursuing degree of Bachelors of Education, whereas 200 students pursuing degree of masters of Education were selected. Tools used for the investigation was Mental Health Inventor (MHI) developed by Dr. Jagdish and Dr. A.K. Srivastav. Statistical techniques used were Mean, Standard Deviation and t-test. The major findings of the study were: Within gender male students showed better mental health conditions as compared to female students, results on the variable locality showed that M.Ed. students from rural areas were in a better mental health condition as compared to urban sample and B.Ed. students from urban areas showed better mental health scores owing to the fact that they were investing their time and energy in a professional course which would lead them to suitable jobs at the earlies.

Hiremath, C.V. (2019) conducted a study on the topic, "Study of Academic Achievement in relation to Mental Ability of Secondary School Students". The investigator employed a survey cum descriptive method in the present study. Using random sampling techniques 500 high school students of both rural and urban areas were selected as samples. To measure the variable mental health the group test of General Mental Ability constructed by S. Jalota was used. To study their academic achievement marks secured by the students in the sample of class IX and X, in their last

annual examination was collected from the respective school record and treated as an index of their achievement. In the present study t-test and Analysis of Variables (ANOVA) were employed for knowing the significant difference between different variables. The findings of the study were: There are significant differences among high, average, and low mental ability secondary school male and female students with respect to their academic achievement, there are no significant differences exist among high, average, and low mental ability secondary school rural and urban secondary school students with respect to their academic achievement, significant differences exist among high and average and high and low mental ability secondary school rural students with regard to their academic achievement but there are no significant differences among average and low mental ability secondary school rural students with regard to their academic achievement and significant differences among high and average and high and low mental ability secondary school rural students with regard to their academic achievement.

Devi, Reena (2019) to investigate, "Effect of Academic Stress, Mental Health and Spiritual Intelligence on Academic Achievement of Senior Secondary School Students". In the present study, the descriptive method was used. In the present study, a multi-stage random sampling technique was used to select the sample of 600 senior secondary school students. Standardized tools used for data collection were the Scale for Assessing Academic Stress (SAAS) by Sinha (2014), Mental Health Battery (MHB) by Singha and Gupta (2008), and Spiritual Intelligence Scale (SIS-MK) by Mishra (2014). The academic achievement of the students was determined on the basis of their previous examination marks i.e., 11th class. Statistical techniques Mean, SD, and t- test were used to compare the academic achievement of senior secondary students with respect to academic stress, mental health, and spiritual intelligence. Two way analysis of variance (ANOVA) with 2x2x2 factorial design was used. Wherever F-value is found significant then t-test was applied for further investigation. The findings of the study were: A positive and significant relationship was found between academic achievement and the mental health of senior secondary school students, significant difference was found in the academic achievement of senior secondary school students having good and poor mental health, effect of mental health on the academic achievement of senior secondary school students was found significant, and three way

interaction effect of academic stress, mental health, and spiritual intelligence on the academic achievement of senior secondary school students was found significant.

Bansal, Vijay and Sangal, Dr. A.P. (2015) studied on topic, "A Comparative Study of Male/Female and Urban/Rural Students in Relation to Their Academic Achievement and Self-Concept". Survey method was used in the present study. In the present study simple random sampling techniques was used to select the sample. 400 students (200 male and 200 female) were selected as sample. Tool used in the present study was Self-Concept Test by R.K. Saraswat. Academic Achievement was measured by the marks obtained in class X by the subjects. Mean, Standard Deviation and t-test were used to analysed the data and obtained the results. The Finding of the study was: Female students lend higher on academic achievement comparatively their male counterparts, meanwhile male subjects were higher on self-concept score than female subjects in this study.

D.H., Gurubasappa (2015) conducted a study on topic, "Adjustment and Self-Concept as Correlates of Academic Achievement of Secondary School Students". The present study was conducted by using descriptive research. The sample consists of 400 students selected based on proportionate random sampling techniques. Tools used for data collection were the Adolescents Adjustment Inventory developed by N.V. Reddy, Self-Concept Inventory developed by Dr. Basavann M, SES scale development by Uday Parek and Trivedi, and annual examination scores in VII standard were taken as an index of Academic Achievement. Statistical techniques of t-test, Product Moment Correlation, and two-way ANOVA were used for the analysis of data. The findings of the study were: There is a significant relationship between adjustment and self-concept with the academic achievement of secondary school students, significant difference in the academic achievement of students with different types of adjustment and self-concept and a significant main and interactive effect of sex with adjustment and self-concept on the academic achievement of secondary school students.

Arun, Lakshmi; Barreto, Shonali Christine; BM Dr. Ravikumar; Makhija, Arushi J and Vishwanathan, Vidya (2015) studied on topic, "Study of Self-Concept in Relation to Family Environment among Adolescents". Convenient random sampling was used for sample of 137 students (83 girls and 54 boys). Tools used for data collection were CYDS Family Scale by Moos and Moos (1974) and S.P. Ahluwalia's

Children Self Concept Scale. Statistical techniques used for the analysis of data were t-test and correlations. The findings of the study were: Male and female adolescents have no difference on self-concept and self-concept and family environment for adolescents were positively correlated.

Yadav, Rekha (2015) studied on topic, "Self-Concept, Study Habits and Academic Achievement of High School Students Studying in Govt. and Public Schools". A descriptive survey method was applied in this study. The sample consists of 150 students of which 80 were of government and 70 of public schools. Tools used for data collection were Self Concept Questionnaire (SCQ) (1981) by Dr. Raj Kumar Sarswat, Study Habit Inventory by Palsana and Sharma (1989). Academic achievement was measured by the marks achieved by students in their previous exams. The statistical techniques used in the analysis of data were mean, SD and t-test. The finding of the study was: There is a significant difference in the self-concept of the student of government and public schools and the students of government schools have a higher self-concept as compared to public school students.

Singh, Dr. Surinder (2015) conducted a study on topic, "Study of Self-Concept and Adjustment in Relation to Academic Achievement Among Adolescents". Descriptive survey method was used in the present study. In the present study representative sample of 200 students studying in class 9^{th} was drawn by using random sampling. Tools used in the present study were Self-Concept Questionnaire by Raj Kumar Saraswat and Indian Adaptation of Bell's Adjustment Inventory by Dr. Lalita Sharma. Totals marks obtained by students in terminal exams were taken as academic achievement of the students. Mean, S.D. Karl Pearson's coefficient of co-relation were used for analysis of data. Finding of the study was: There exists significant relationship between the self-concept and academic achievement among the students of 9^{th} class.

Jain, Dr. Manju and Pasrija Dr. Pooja (2015) examine, "Emotional Maturity and Self-Concept Among Senior Secondary School Students". The method used in the present study was normative survey method. A sample of 100 students from senior secondary schools was selected by random sampling techniques. The emotional Maturity Scale of Dr. Yashvir Singh and Dr. Mahesh Bhargava and the Self-Concept Scale by Dr. R.K. Saraswat were employed in the current study. Descriptive statistics like Mean, Standard Deviation and t-test were employed in the present study. Findings

of the study were: The level of self-concept of the students is above average, no significant difference in the self-concept among students in relation to gender and both boys and girls of the sample possess nearly equal level of self-concept.

Petkar, K Ganesh (2015) carried a study on topic, "Self-Concept of disciplined and undisciplined students of Rural and Urban areas". The researcher used a normative survey method in the present study. The sample was selected on the basis of random sampling. 200 students were selected for the present study. For identifying disciplined and undisciplined students research used a self-made questionnaire and for study, the self-concept researcher used a self-concept rating scale prepared by Dr. Pratibha Deo. Statistical techniques Mean, S.D. and t-test were used for analysis and interpreting the data. The major findings of the study: No significant difference is observed in the self-concept of disciplined and undisciplined students of rural areas and urban areas, a significant difference is observed in the self-concept of disciplined students of urban and rural areas and undisciplined students of urban and rural areas, disciplined boys and girls of rural and urban areas differ in their self-concept and undisciplined boys and girls of rural and urban areas differ in their self-concept.

Bharathi, T. Aruna and Sreedevi, Dr. P. (2016) studied on topic, "A Study of the Self-Concept of Adolescents". The total sample for the study comprised of 40 adolescents' students from twin cities of Hyderabad, Telegana state. Tool used for self-concept of adolescents was Self-Concept Scale of Saraswat (1984) and General Information Schedule was used to collect group information about the adolescents and parents. Data collected was analyse and result was calculated in percentage. The findings of the study revealed: The higher percentage of adolescents had above average level of self-concept in dimension of temperamental (85%), intellectual (77.5%), physical (60%) and social (52.5%), about 47.5% of adolescents equally had high and above average self-concept in education and 57.5% of adolescents had high moral self-concept and adolescents' overall self-concept was found as 27.5% in high and 72.5% above average.

Dafare, Priyanka and Bhende, Dr. R.G. (2017) conducted a study on the topic, "A Critical Study of Values, Self-Concept and Creativity among Under Graduate Students from Rural Colleges". In the present study the normative survey method was used under the descriptive research. The sample was selected on the basis of simple random

sampling and was limited to 60 students (30 male and 30 female students). Research tools used for data collection were 'Personal Value Questionnaire'(PVQ) developed by Dr. G.P. Sherry and Late Prof R.P. Verma, 'Self Concept Questionnaire'(SCQ) developed by Dr. Raj Kumar Saraswat and 'Thinking Creativity by Words(TCW) developed by Dr. Baquer Mehndi. The collected data was analysed by using descriptive and inferential statistics Mean, Standard Deviation and t-test. The major findings of the study were: Female M.Ed. students are higher in self-concept in comparison with male students, male students are stronger than female students about physical self-concept, social self-concept among females is poor than the male students and educational self-concept and moral self-concept study show that there is no significant difference in male and female students.

Yadav,Sharmila and Singh, Dr. Gopal (2018) conducted a study on the topic, "Self-Concept, Emotional Maturity and Career Aspirations of Adolescents Students in Relation to their School climate". The standardized tests were used for the variables under study. For the Self Concept questionnaire by Dr. R.K. Saraswat, for emotional maturity scale by Dr. Y. Singh and Dr. M. Bharagava, and for school climate School Climate Inventory were used. The sample of the present study was 100 students of the 10th class. Statistical techniques t-test and Correlation were used to study the relationship of school climate with self-concept, emotional maturity, and career aspiration of adolescents. The findings of the study were: There is no significant relationship between school climate and the self-concept of adolescent students in totality and adolescent students do not differ significantly in terms of their self-concept and emotional maturity but differ significantly in terms of their career aspirations.

Agarwal Reena and Singh Dr. Nisha (2018) conducted a study on the topic, "A Study of Emotional Intelligence and Self-Concept of Secondary school students". The descriptive survey method of research was used in the present study to measure the emotional intelligence and self-concept of secondary school students of Ghaziabad. The sample consisted of 255 students (80 boys and 75girls) of secondary school students of Ghaziabad district were drawn through the Random sample technique. Tools used for data collection were the emotional intelligence test by Dr. Hyde. Pethe and Dhar and self-concept test by Dr. Sherry Verma and Goswami. The statistical techniques for the descriptive analysis were used Mean, Standard Deviation, and t-test to obtain the result.

The finding of the study was: There is no significant difference between the self-concept of boys and girls of secondary schools.

Behera, Santosh Kumar and Gayan, Ruma (2018) made a study on topic, "Self-Concept of Post-Graduation Students: An Empirical Study". The present study was based on normative survey research method. The researcher selected 300 students (160 male and 140 female) through stratified random sampling techniques. A Self-Concept Questionnaire was used to find out level of self-concept. Statistical techniques Mean, Standard Deviation, t-test and ANOVA were used to analyse the data. Findings of the study were: There is no significant difference exists on the basis of gender (male and female) and locality (rural and urban) and significant difference exists on the basis of social class (general, SC, ST and OBC) and stream (Arts, Science and Commerce), academic years (2^{nd} and 4^{th} semester) and religion (Hindu, Muslim and Christian) of PG students with regards to self-concept.

Kaur, Saranjeet and Rani, Dr. Franky (2018), examine, "Self-Concept and Problem Coping Strategies among Adolescents". The sample of the present study was 200 adolescents (boys and girls) studying in IX and X classes. Tools used for data collection were Ways of Coping Questionnaire by Lazarus (1967) and Self – Concept Rating Scale by Dr. Pratibha Deo (2011). Statistical techniques used were Mean, Standard Deviation and t-test. Major findings of the study were: There is no effect of gender of adolescents respect of self- concept and a significant positive correlation was found between self-concept and problem focused coping.

Bhende, Vandana R., and Patil Suhas R. (2020) conducted a study on the topic, "Comparative study of Values and Self-concept among Male and Female Trainee-Teachers Studying in junior colleges of Education (DTEd)". The normative survey method was used in the present study. 500 sample (250 male teacher-trainees and 250 female teacher-trainees) was selected on the basis of cluster sample for the present study. Research tools used in the present study were Personal Value Questionnaire (PVQ) developed by Dr. G.P. Sherry and Prof. R.P. Verma and the Self-Concept Questionnaire (SCQ) developed by Dr. Raj Kumar Sarswat. The statistics Mean, Standard Deviation, and t-test were used to find out the significance of difference. The findings of the study were: There is a significant difference in physical self-concept between male and female trainee-teacher of D.T.Ed. colleges, the physical self-concept

of female trainee-teacher is clearer than their male counterparts, female trainee-teacher of D.T.Ed. colleges have a greater moral self-concept than the male trainee-teachers and male trainee- teachers of D.T.Ed. colleges have a greater intellectual self-concept than the female trainee-teachers.

Mishra, Dr. Poonam (2020) conducted a study on topic, "A Differential Study of Self-Concept of the Teachers with Reference to their Caste and Vocational Status". Expost facto method was used in the present study. Random sampling method was used to selected the sample. 504 teachers were selected as sample. Self-Concept Inventory developed by Dr.R.P. Bhatnagar was used for self-concept of reserved and non-reserved caste teachers. In descriptive statistics Mean and Standard Deviation were used and in inferential statistics, F test and t-test were used to analyse the data. The major finding of the study: The reserved caste teacher who are working in L.T. grade have high self-concept in the dimensions of confidence and achievement in comparison to their counterpart group i.e., the non-reserved caste teachers.

SIGNIFICANCE OF THE STUDY

Mental health is the ability by which one can face problems in life. A mentally healthy person can achieve everything in his life that he wants to achieve. A mentally healthy person knows what to do and what not to do in his life. He has the ability to make decisions. He knows, understands and behaves according to the rules of society. He works for the betterment of himself, his family and society. A mentally healthy person can adjust properly to his family and society. To get success in life, it is necessary for a person to be mentally healthy. Children's mental health becomes an important topic in the 21st century. Today not only the whole country and the whole world is facing a pandemic. Covid-19 had a bad impact on the whole world. Due to this many countries-imposed lockdowns. Covid-19 and lockdown had a very bad effect on the economy of the country. If we talk about education, then this pandemic has affected the field of education a lot. Keeping in mind the safety of the children all government, private and other educational institutions were closed. Due to the closure of school and lockdown children were confined to their homes. Children could neither go to school for education nor they could play with their friends. All this has a very bad effect on the mental health of children. Their life had completely changed. Due to this pandemic parent of many children had to leave their jobs or were unable to pay the school fees of

their children. During these situations, children were given education through the online medium but it increased the finical burden on the parents. Many parents were unable to provide mobile phones or laptops to their children for online classes. This affected the education of children and they had to face mental problems. There were many issues during online classes like network problems, lack of interaction or distraction due to which children faced difficulties. During this time, we had only one medium through which we could continue education, but it also caused difficulties for children and affected their mental health. Through online mediums, we could not give the education to the children that we can give to the children in a normal classroom. Financial problems, not having clear concepts, studying alone in the room, not being able to complete homework, being away from friends and a lack of interaction with teachers are many such problems that children are facing during online classes. One of the major problems that children face today is internet addiction. Due to these problems students are becoming victims of fear, anxiety, despair, frustration and problem of adjustment. These all are affecting the mental health of the students and affecting their all-round development. Thus, the mental health of students is the most important topic of the day.

So due to the importance of mental health in bringing all-round development and bringing adjustment the investigator has decided to assess the mental health of senior secondary school students.

STATEMENT OF THE PROBLEM

"MENTAL HEALTH OF SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR SELF-CONCEPT AND CERTAIN SOCIO-DEMOGRAPHIC VARIABLES".

OBJECTIVES OF THE STUDY

1. To study the mental health status of senior secondary school students.
2. To study the gender-wise difference in the mental health of senior secondary school students.

3. To study the mental health of senior secondary school students at different levels of their self-concept.
4. To study the interactional effect of gender and self-concept on mental health of senior secondary school students.
5. To study the mental health of senior secondary school students in relation to their family type.
6. To study the interactional effect of gender and family type on mental health of senior secondary school students.
7. To study the interactional effect of family type and self-concept on mental health of senior secondary school students.
8. To study the mental health of senior secondary school students in relation to their locality.
9. To study the interactional effect of gender and locality on mental health of senior secondary school students.
10. To study the interactional effect of family type and locality on mental health of senior secondary school students.
11. To study the interactional effect of locality and self-concept on mental health of senior secondary school students.
12. To study the correlation between mental health and self-concept of senior secondary school students.

HYPOTHESES OF THE STUDY

1. There will be no significant gender-wise difference in mental health of senior secondary school students.

2. There will be no significant difference in mental health of senior secondary school students at different levels of their self-concept.

3. Gender and self-concept will not interact significantly with regard to mental health of senior secondary school students.
4. There will be no significant difference in mental health of senior secondary school students in relation to their family type.
5. Gender and family type will not interact significantly with regard to mental health of senior secondary school students.

6. Family type and self-concept will not interact significantly with regard to mental health of senior secondary school students.

7. There will be no significant difference in mental health of senior secondary school students in relation to their locality.

8. Gender and locality will not interact significantly with regard to mental health of senior secondary school students.

9. Family type and locality will not interact significantly with regard to mental health of senior secondary school students.

10. Locality and self-concept will not interact significantly with regard to mental health of senior secondary school students.

11. There will be no significant correlation between mental health and self-concept of senior secondary school students.

DELIMITATION OF THE STUDY

1. The present study will be delimited to government senior secondary schools affiliated to H.P. Board of School Education.
2. The study will be delimited to only class +2 students of government senior secondary school affiliated to H.P. Board of school Education.
3. The present study will be confined only to four districts of Himachal Pradesh to be selected randomly i.e. Kullu, Mandi, Bilaspur and Hamirpur.
4. The study will be confined to one dependent variable i.e., Mental Health and four independent variables i.e. self-concept, gender, locality and family type.

OPERATIONAL DEFINITION OF TERMS USED

1. **Mental Health:** Mental health is full and harmonious functioning of whole personality of an individual. In the present study mental health of senior secondary school students was assessed by "Mental Health Battery" (MHB) developed by Arun Kumar Singh, (Department of Psychology, Patna University) and Alapana Sen Gupta, (Department of Psychology, college of Commerce, Patna).
2. **Senior secondary school students:** Refers to students studying in 10+2 class in government senior secondary school of Himachal Pradesh.

3. **Self-Concept:** The self-concept includes the central picture of what I am and values of am I or me as a person with a particular history and sets of aspirations. In the present study it refers to the scores obtained by the students in the tool developed and standardized by investigator herself.
4. **Socio-Demographic Variables-** socio-demographic variables are different social and demographic features help us to know what members of a group have in common. These are the characteristics of population such as age, gender, income, education level etc. In the present study investigator has been consider three socio-demographic variables gender, family type and locality.
   a) **Gender:** It refers to the male and female senior secondary school students.
   b) **Family Type:** It refers to nuclear and joint type of family.
   c) **Locality:** In the present study locality refers to residential background of the students i.e., rural and urban.

RESEARCH METHOD USED

The main purpose of the present investigation is to study the Mental Health and Self-Concept of senior secondary school students. Therefore; Survey Technique under "Descriptive Method of Research" will be used.

SAMPLING

In the present investigation the procedure of multistage sampling along with the process of stratified random sampling and incidental sampling will be followed.

1. At the first stage- Four districts will be selected through random sampling techniques.
2. At second stage- The list of educational blocks in each of four districts will be taken and three educational blocks from each district will be selected on the basis of convenience of the researcher.
3. At the third stage- The list of secondary schools in each of sampled block will be prepared and ten senior/secondary/high schools from each educational block will be selected through systematic random sampling technique.

4. At the last stage- The students studying in these schools will be sampled through incidental sampling. In all, the researcher will make efforts to cover at least 600-700, +2 class students from all the sampled school.

RESEARCH TOOLS TO BE USED

For measuring the Mental Health of the senior secondary school students Mental Health Battery (MHB) constructed by A. K. Singh and Alpana Sen Gupta will be used.

For measuring the self-concept of senior secondary school students, a research tool will be developed by the investigator herself.

RESEARCH TOOL TO BE DEVELOPED

In order to measure the Self-Concept level of the selected senior secondary school students, the investigator herself will construct and standardized a scale which will be of Likert type in nature.

The investigator will develop Self-Concept scale by employing following steps:

1. **Item pool-** Firstly, the investigator will prepare a list of items/statements which will be pooled from various sources. The items will be pooled after carrying out critical discussions and getting the statements of opinions from the experts, researchers, psychologists, experienced teachers and teacher educators. The items will be developed in statement from requiring response on a continuum ranging from extreme unfavourable to extreme positive behaviour. The scale will be Likert type in nature.
2. **Revision and editing of the item pool-** After writing the statements, they will be edited and revised. For this, the item pool will be given to experts from the field, as well as technical and language experts to judge the content accuracy of each item and its relevance. After carrying out the personal discussion about each item with the experts, their suggestions will be taken into consideration in order to remove any sort of technical, logical and linguistic ambiguity of the statements.

3. **Item analysis of the preliminary draft-** For carrying out the item analysis, the preliminary draft of the scale will be tried out on a representative sample of the senior secondary school students. After try out of the preliminary draft of the tool, the investigator will proceed with the technique of item analysis for the selection of the statements for the final form of the scale. For this, the investigators will calculate 't-value' for each statement separately.
4. **Estimation of reliability**- The reliability of the Self-Concept scale will be determined by employing two methods i.e., test-retest method and split-half method.
5. **Ascertaining of validity-** The validity of the Self-Concept scale will be determined in terms of content validity and criterion-related validity.

STATISTICAL TECHNIQUES TO BE EMPLOYED

In order to achieve the objectives of the present study, different types of statistical techniques will be employed. First of all, for checking the normality of the data, certain descriptive statistics like mean, median, mode, SD, skewness and kurtosis will be calculated on the mental health scores of senior secondary school students.

For finding out the interactional effect of gender, family type, locality and self-concept on mental health of senior secondary school students, data will be analysed through SPSS and the techniques of 'Analysis of Variance" Two way will be applied.

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